

Unit 1 Title: Moving On...Transitioning to the High School **Grade Level:** 8

Number of Lessons in Unit: 2

Time Required for each lesson: 50 minutes

Best time of year to implement this Unit: second semester

Lesson Titles:

Lesson # 1: Give Yourself Some Credit

Materials/Special Preparations Required

District high school level course description book

High school graduation requirements

Extracurricular offerings

Sample completed Personal Plan of Study (Four Year Plan) for all post secondary options

Pencil/paper or index cards for each student

Lesson # 2: Options and Extras!!! Learn All About It!!!

Materials/Special Preparations Required – Students will bring the following materials that were distributed during Lesson 1:

District high school level course description book

High school graduation requirements

Extracurricular offerings

Sample completed Personal Plan of Study (Four Year Plan) for all post secondary options

Core / Elective Activity Sheet

Checklist / Short Answer Questionnaire

Questions about High School Activity Sheet

Student questions from previous lesson

Missouri Comprehensive School Counseling Standard Big Idea:

AD.5 Applying the Skills of Transitioning Between Educational Levels

Grade Level Expectation (GLE):

AD.5.A.08: Identify the information and skills necessary to transition to high school (DOK Level – 2)

American School Counselor Association (ASCA) Mindsets and Behaviors:

Academic Development

Show Me Standards: Performance Goals (check one or more that apply and identify relevant process standards)

X	Goal 1: Gather, analyze and apply information and ideas
---	---

	6. discover and evaluate patterns and relationships in information, ideas and structures 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
X	Goal 4: Make decisions and act as responsible members of society 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)

Specific Skill(s)

X	Communication Arts	Participating in formal and informal presentation and discussion of issues and ideas.
	Mathematics	
	Social Studies	
	Science	
	Health/Physical Education	
	Fine Arts	

Unit Essential Questions:

How do you feel about new experiences?
--

Unit Measurable Learning Objectives:

<p>The student will identify five skills necessary to transition to high school.</p> <p>The student will list three questions they have about high school based on the results of their checklist.</p> <p>The student will confirm their understanding of graduation requirements, credits, core classes, and electives, and GPA by completing the <i>Moving On</i> Checklist.</p> <p>The student will list five extra-curricular activities they are interested in.</p> <p>The student will list three questions they have about high school based on the results of their checklist.</p>
--

Unit Instructional Strategies/Instructional Activities:

<p><u>X</u> Direct (Structured Overview; Lecture; Compare & Contrast)</p> <p><u>X</u> Indirect (Inquiry; Writing to Inform; Concept Formation)</p> <p><u> </u> Experiential</p> <p><u>X</u> Independent Study (Homework)</p> <p><u>X</u> Interactive Instruction (Discussion; Think, Pair, Share)</p>

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE. Assessment can be question answer, performance activity, etc.

Checklist/Short Answer Questionnaire (Found in Lesson 2)

True, active assessment will take place during the development of the Personal Educational Plan. The development of the Personal Plan of Study (Four Year Plan) will take place after both lessons are presented. It is advised that the counselor meet with each student individually to develop and/or finalize each student's Personal Educational Plan.

Brief Summary of Unit:

Students will explore the similarities and differences between middle and high school and they will be introduced to a variety of high school concepts such as: academic credits, the differences between core and elective credits, the number of credits needed for promotion, extracurricular offerings, and the meaning of grade point average and how it correlates with credits and participation in extracurricular activities

What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

Students will need to know the elements of planning for future (e.g.: goal-setting), how to complete the selected graphic organizer, the local organizational structure of middle school and high school (e.g.: block scheduling). They will need to have heard information about high school from other sources.